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ABSTRACT

This report analyzes data provided by the Chicago Public School System, Illinois on Latino majority schools, noting implications for the Latino community. Data come primarily from school year 2000-2001 and include 140 elementary schools and 16 high schools. Findings describe the composition of the Latino majority according to student enrollment, demographic characteristics, educational characteristics, school engagement, and academic achievement. Overall, the Latino majority elementary and high schools in Chicago are overcrowded and consist mostly of low-income and academically at-risk children and youth with high mobility rates and poor academic achievement. An overwhelming majority of these students do not meet or exceed the Illinois Learning Standards in reading or mathematics. Student test scores indicate that students perform worse as they progress to the next grade level. By the time they reach high school, 76-84 percent do not meet the Illinois Learning Standards in reading and mathematics. These Latino students also have high dropout rates and low graduation rates. School performance scores are appended. (SM)

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Statistics for Latino Majority Schools in the Chicago Public Schools: Part 2

ED 477 536

A Closer Look

Chicagoland Latino Educational Research Institute
ASPIRA INC. OF ILLINOIS

Virginia Valdez

Juan Espino

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Aspira Inc. of Illinois (ASPIRA) is a nonprofit organization committed to the self-determination of Latinos through education, leadership development, and cultural awareness. ASPIRA was founded in 1968 and began its work in Chicago high schools with large Latino student enrollments. From the beginning, ASPIRA has offered its services to all Latino youth and other disadvantaged youth who want to use its services. Understanding the importance that the community, as a whole, plays in the lives of youth, ASPIRA has now taken a more comprehensive approach to educate and empower all community members by expanding its services to adults. ASPIRA's programs and services include: Adult Services Department; Antonia Pantoja High School; Aspira Technical College; Chicagoland Latino Educational Research Institute (CLERI); Outcome-Based Evaluation (OBE) Training Center; and Youth Development Programs.

ASPIRA created the Chicagoland Latino Educational Research Institute in April of 2001 with initial support from The Joyce Foundation. CLERI is a research center focusing on the educational challenges facing Latino youth in Chicagoland. The purpose of CLERI is to provide the education policymaking and advocacy community with comprehensive and continuous research and policy analyses on issues affecting the education of Latino youth in Chicagoland.

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Introduction

This report is the second part of *Statistics for Latino Majority Schools in the Chicago Public Schools: Part 1*. The purpose of this report is to provide an analysis of the data presented in the first report and implications for the Latino community.

The analysis presented in this report traces patterns in data from Latino majority schools[1] in the Chicago Public Schools (CPS). The data comes primarily from school year 2000-2001, and includes 140 elementary schools[2] and 16 high schools[3] from CPS' six regions[4]. Findings are presented for each of these two school categories, and these occasionally are compared against citywide and statewide numbers for additional context. In addition, we note variations by region for elementary schools where relevant. We encourage the reader to interpret percentages with caution, as regions 3, 5 and 6 for elementary schools and the group of high schools consist of few schools.

The findings in this report describe the composition of the Latino majority schools in CPS according to the following:

- Student enrollment;
- Student demographic characteristics;
- Student educational characteristics;
- Student school engagement; and
- Student academic achievement.

This report also identifies the best and worst performing elementary and high schools and describes in detail a set of criteria used to identify the schools.

[1] As described in the first report, Latino majority schools are schools with a Latino student population of 50.1 percent or more.
[2] In this report, as in the first report, schools are designated as elementary schools if they serve any combination of grades pre-kindergarten through eight.
[3] The first report identified 19 Latino majority high schools. This report excludes Dugan Alternative High School, Noble Street Charter High School and Rodriguez Academic Preparation CT because they serve only ninth and tenth grades and their data is incomplete.
[4] The Chicago Public Schools is divided into six regions from north to south for administrative purposes.

Characteristics of Latino Majority Schools

Student Enrollment

Enrollment: The average student enrollment varies among Latino majority schools overall and within regions. Across the 140 elementary schools, the average student enrollment in school year 2000-2001 was 861. The average student enrollment ranged from a low of 637 in Region 3 to a high of 1,136 in Region 5. The elementary school with the fewest children enrolled had 238 students, serving grades kindergarten through eight. The elementary school with the highest number had 2,227 students enrolled, and it served grades pre-kindergarten through eight. One quarter of the schools served 583 or fewer students, while another quarter served 1,070 or more students.

Student enrollment also varied among the high schools even though they all served the same grade levels. Enrollment among high schools ranged from a low of 192 to a high of 2,928. The mean average of students served was 1,635. On average, one quarter of the schools served 1,254 or fewer students and one quarter of the schools served more than 2,145 students. All of the high schools included in this report served grades nine through twelve.

Figure 1
Average Enrollment and Class Size of Elementary Schools
School Year 2000-2001

	Average Enrollment	Average Class Size				
		Kinder-garten	First-Grade	Third-Grade	Sixth-Grade	Eighth-Grade
Overall (n=140)	861	24.2	24.6	24.8	26.5	26.4
Region 1 (n=27)	831	23.4	24.8	25.1	25.8	27.6
Region 2 (n=51)	854	24.1	22.8	24.0	25.5	24.9
Region 3 (n=10)	637	23.4	24.3	22.9	28.1	26.1
Region 4 (n=37)	895	25.0	26.1	25.7	27.8	27.0
Region 5 (n=8)	1,136	26.4	27.1	27.5	27.1	28.8
Region 6 (n=7)	866	22.6	26.2	24.1	27.5	26.9
District		23.3	24.8	24.2	26.3	25.6
State		20.9	21.6	22.3	24.0	22.6

Class Size: In school year 2000-2001, the average class size among Latino majority elementary schools was consistently around the mid-twenties with some variation across regions. Class size information was gathered for kindergarten as well as for grades 1, 3, 6, and 8. In grades kindergarten, 1, and 3, 25 percent of these elementary schools had a class size of 27 students or more. The average class size among sixth- and eighth-graders were typically greater. A quarter of these schools had an average class size of 30 students or more. The maximum average class size recorded for each of the grade levels ranged from 33 in grade 1 to 38 in grade 8. The average class size across all 140 schools ranged from 24 in kindergarten to 27 in sixth grade. Regions 4 and 5 had average class sizes greater than the overall averages, meaning that their classes tended to have more students. Regions 1 and 6 had average class sizes that exceeded the overall averages for at least three of the five grade levels for which data was collected. For the most part, the average class size across the 140 schools and all grade levels exceeded the district and state averages.

Average class size among high schools showed less variation. The average class size for this group was 19 students during school year 2000-2001, which exceeded the district and state averages of 18. The average ranged from 15 students to 25 students in a class. One quarter of the high schools had an average class size of 16 students or fewer, and another quarter of the high schools had an average class size of 22 students or more per class.

Overcrowding: Latino majority schools were generally overcrowded in school year 2000-01. Over half (55 percent) of the schools were overcrowded, which means that their student enrollment was 80.1 percent or more of their school design capacity. As described in Figure 2 on the following page, 42 percent of the schools in Region 1 were overcrowded, 75 percent of the schools in Region 4 were overcrowded, and all of the schools in Region 5 were overcrowded. Schools whose student enrollment was between 100.1 percent and 120 percent of their design capacity were classified as severely overcrowded, and those with student enrollments greater than or equal to 120.1 percent of their design capacity were most severely overcrowded. Sixteen percent of all elementary Latino majority schools fit the "severely overcrowded" category and 10 percent of the same group of schools was classified as "most severely overcrowded". The figure was particularly high in Region 4 where 44 percent of all the schools were either severely or most severely overcrowded.

The incidence of overcrowding was more pronounced at the high school level. According to school year 2000-2001 data and using the thresholds described above, 80 percent of Latino majority high schools were overcrowded. Nearly half of these schools (47 percent) were severely or most severely overcrowded, serving 100.1 percent or more of the number of students allowed by their school's design capacity.

Figure 2
Percent of Elementary Schools Serving Students Beyond their Design Capacity
School Year 2000-01

	Not Overcrowded	Overcrowded	Severely Overcrowded	Most Severely Overcrowded
Overall (n=134)	46	29	16	10
Region 1 (n=26)	58	31	8	4
Region 2 (n=47)	62	26	9	4
Region 3 (n=10)	40	40	10	10
Region 4 (n=36)	25	31	33	11
Region 5 (n=8)	-	50	25	25
Region 6 (n=7)	57	-	-	43

Student Demographic Characteristics

Race: The racial composition varied slightly across regions among Latino majority schools. Overall, on average, Latino students comprised 82 percent of Latino majority elementary schools. Whites and blacks followed at approximately 8 percent each. Asians and Native Americans were least represented at 2 percent and 0.3 percent, respectively. Racial representation varied somewhat across regions. At Region 1, for example, on average, only two-thirds (67 percent) of students enrolled were of Latino origin. Whites comprised, on average, 17 percent of all students at these elementary schools, and Asians made up 8 percent. In Regions 3 and 4, the percent of Latinos at the schools was more pronounced. On average, Latinos made up 97 percent of all the students at Region 3 schools, and they made up 90 percent of Region 4 schools.

On average, nearly three-fourths (74 percent) of the students in Latino majority high schools were of Latino origin, 14 percent were black and 9 percent were white. Four of the 16 schools served black student populations that comprised 20 percent or more of the student body. One high school in particular had a black student body that made up nearly half of the school (46 percent). Similarly, two high schools had a significant white student population. One in five students (21 percent) at one school and one in four students (26 percent) at another school were white.

Overall, the percentage of Latino students at all these elementary and high schools exceeded the district average of 35 percent and state average of 15 percent.

Figure 3
Racial Characteristics of Elementary School Students
School Year 2000-2001

	Racial Characteristics (Figures are in Percentages)				
	Latino	White	Black	Asian	Native American
Overall (n=140)	81.6	8.2	7.9	2.0	0.3
Region 1 (n=27)	66.6	16.5	8.9	7.5	0.6
Region 2 (n=51)	82.0	6.1	10.8	0.7	0.3
Region 3 (n=10)	96.6	2.6	5.5	0.3	0.0
Region 4 (n=37)	90.0	5.4	3.5	0.9	0.2
Region 5 (n=8)	81.2	14.5	3.7	0.6	0.1
Region 6 (n=7)	78.0	7.3	14.1	0.5	0.2
District	35.2	9.7	51.6	3.3	0.2
State	15.4	60.1	20.9	3.4	0.2

Poverty: Eligibility for subsidized lunch indicates that the incomes of students' families at Latino majority schools were near the poverty level. Across the 140 elementary Latino majority schools, on average, 91 percent of the students at the schools were eligible for free or reduced-price lunch. The rate was higher at three of the six regions – Region 2 (92 percent), Region 3 (94 percent), and Region 4 (95 percent). The average rate of students eligible for free or reduced-price lunch was lowest at Region 5 (84 percent) (see Figure 4).

Eligibility for free or reduced-price lunch was slightly lower at the high school level, as compared to the elementary schools. On average, 88 percent of the students enrolled at these high schools were eligible for free or reduced-price lunch. A closer look at the data points indicate that on average 84 percent or more of the students at 75 percent of the schools participated in the free or reduced-price lunch program. Ninety-four percent or more of the students at 25 percent of the schools were eligible for this program.

Overall, the percentage of students who participated in the free or reduced-price lunch program at these elementary and high schools exceeded the district average of 85 percent and state average of 37 percent.

Figure 4
Incidence of Poverty and Mobility Among Students at Elementary Latino Majority Schools
School Year 2000-2001

	Percent Eligible for Free or Reduced-Price Lunch	Mobility Rate
Overall (n=140)	91.3	24.8
Region 1 (n=27)	87.2	24.2
Region 2 (n=51)	91.6	25.1
Region 3 (n=10)	93.7	23.1
Region 4 (n=37)	95.2	23.7
Region 5 (n=8)	84.1	28.9
Region 6 (n=7)	88.9	27.5

Mobility: Mobility rates were generally high across all elementary Latino majority schools. Overall, on average, mobility rates were at approximately 25 percent. At the regional level, the average rate ranged from 23 percent in Region 1 to 29 percent in Region 5.

High school mobility rates were slightly higher at the high schools as compared to the elementary schools. Average mobility among the high schools was 25 percent. One fourth of the schools had a rate of at least 32 percent.

On average, the mobility rate at these elementary and high schools equaled the district average of 25 percent and exceeded the state average of 17 percent by eight percentage points.

Student Educational Characteristics

Transitional bilingual program: Latino majority schools offer bilingual educational opportunities to a significant number of students who are limited-English-proficient. On average, nearly a third (32 percent) of students at each of the Latino majority schools were enrolled in a transitional bilingual program in school year 2000-2001. These figures were especially high for Region 3 (41 percent) and Region 4 (38 percent). According to the average number of students served at the Region 6 schools, fewer students (18 percent) were enrolled in a bilingual program.

Compared to the elementary school level, bilingual programs are less typical in general at the high school level. On average, 11 percent of the students enrolled at each of these schools participated in a bilingual program. At four of the sixteen high schools, the average student enrollment was at 16 percent or higher.

The district average was 14 percent and state average was 6 percent. Thus, Latino majority elementary schools' student enrollment rate in a bilingual program far exceeded the district average and state average. On the other hand, Latino majority high schools' student enrollment rate in a bilingual program was below the district average but exceeded the state average.

Figure 5
Percent of Elementary School Students Enrolled in Educational Programs
School Year 2000-2001

	English Language Learners	Students with Disabilities
Overall (n=140)	32.2	12.7
Region 1 (n=27)	29.0	15.7
Region 2 (n=51)	30.5	13.9
Region 3 (n=10)	41.0	11.0
Region 4 (n=37)	38.0	9.9
Region 5 (n=8)	30.2	10.8
Region 6 (n=7)	17.9	11.6

Special education: On average, across all elementary Latino majority schools, 13 percent of students had a disability and were assigned to a special education program. The percentages ranged from 5 percent to 39 percent at the elementary school level. One quarter of all these schools offered this program to at least 15 percent of its students. A closer look by region reveals that the average varied across regions. This figure was lowest in Region 1 (10 percent) and highest in Region 1 (16 percent).

Special education programs were also offered to students at the high school level. According to data from school year 2000-2001, on average, 15 percent of the students enrolled at each of the Latino majority high schools participated in one of these programs. At four of the sixteen high schools, this number was less than 12 percent. At another four high schools, this figure was at least 18 percent. This percentage ranged from 9 to 22 percent.

The percentage of students with disabilities at the district level was 13%. Thus, the percentage of students with disabilities at Latino majority elementary schools equaled the district average. However, the percentage of students with disabilities at Latino majority high schools exceeded the district average.

Student School Engagement

Attendance: On average, 95 percent of the students in the Latino majority elementary schools attended school on a daily basis. There is little variation by region.

Attendance among high school students typically is lower than for younger children. The average daily attendance rate among Latino majority high schools was 85 percent, 10 percentage points below the elementary school average. The percentages ranged from 79 to 91 percent. At one quarter of the high schools, the attendance rate was below 82 percent.

On average, the attendance rate at the district level was 92 percent and 95 percent at the state level. Thus, the average attendance rate at Latino majority elementary schools exceeded both the district and state levels. On the other hand, the average student attendance rate at Latino majority high schools was lower than the district and state levels by 7 percentage points and 10 percentage points, respectively.

Figure 6
School Engagement
School Year 2000-01

	Attendance Rate	Chronic Truancy Rate
Overall (n=138)	94.5	1.7
Region 1 (n=26)	94.8	1.4
Region 2 (n=50)	94.0	2.0
Region 3 (n=10)	95.3	0.6
Region 4 (n=37)	94.5	2.1
Region 5 (n=8)	95.2	1.3
Region 6 (n=7)	94.6	1.1

Chronic truancy: Across all the Latino majority elementary schools, the average percent of students who were absent from school without a valid cause for 18 or more of the last 180 school days was 2 percent. The figures for Regions 3 and 6 were particularly low in comparison to other regions as demonstrated in Figure 6.

Chronic truancy rates were generally higher among older students who have a greater ability to move around more independently. In our sample of high schools, the average chronic truancy rate was 8 percent, approximately 6 percentage points over the elementary school figure. The percentages ranged from a low of 2 percent to a high of 23 percent. At four of these schools, the figure was over 11 percent.

On average, the chronic truancy rate at the district level was 4 percent and 2 percent at the state level. Thus, the average chronic truancy rate at Latino majority elementary schools was below the district average and equaled the state average. On the other hand, the average chronic truancy rate at Latino majority high schools exceeded the district and state averages by 4 percentage points and 6 percentage points, respectively.

Dropout rates: The dropout rates among the high schools in this sample ranged from 9 percent to 22 percent. The average dropout rate across the 16 high schools was 15 percent, and one-fourth of the schools had a dropout rate of 18 percent or higher. On average, the dropout rate at the district level was 16 percent and 6 percent at the state level. Thus, the average dropout rate at Latino majority high schools was below the district average by 1 percentage point but exceeded the state average by 9 percentage points.

Student Academic Achievement

Academic performance: On average, less than half of the students at the Latino majority elementary schools met or exceeded the Illinois Learning Standards in reading on the Illinois Standards Achievement Test (ISAT). As seen in Figure 7, only 39 percent of all students taking the 3rd grade reading test met or exceeded the Illinois Learning Standards. This average was lower among those taking the 5th grade reading test (34 percent) and higher for those taking the 8th grade reading test (47 percent). Except for Regions 2 and 4, these averages were higher than the overall figure. Consistently (overall and across regions) higher proportions of eighth graders met or exceeded the Illinois Learning Standards in reading, followed by third graders and then fifth graders. Smaller proportions of students taking the 5th grade reading test met or exceeded the Illinois Learning Standards.

Overall, the percentage of third graders who met or exceeded the Illinois Learning Standards in reading was about 3 percentage points higher than the district average but 23 percentage points lower than the state

average. The percentage of fifth graders who met or exceeded the Illinois Learning Standards in reading equaled the district average but was 25 percentage points lower than the state average. The percentage of eighth graders who met or exceeded the Illinois Learning Standards in reading was about 1 percentage point higher than the district average and 19 percentage points lower than the state average.

Figure 7
Percent of Students Meeting or Exceeding Illinois Learning Standards
School Year 2000-2001

	3rd-grade test	5th-grade test	8th-grade test	11th-grade test
READING				
Overall	39.2 (n=127)	34.0 (n=127)	46.9 (n=112)	24.4 (n=17)
Region 1	46.6 (n=24)	40.0 (n=24)	51.4 (n=21)	27.5 (n=4)
Region 2	34.1 (n=47)	30.0 (n=46)	44.5 (n=39)	15.0 (n=3)
Region 3	40.0 (n=9)	34.8 (n=10)	48.2 (n=6)	22.0 (n=1)
Region 4	35.8 (n=32)	29.8 (n=32)	41.4 (n=31)	21.8 (n=5)
Region 5	49.9 (n=8)	46.1 (n=8)	57.0 (n=8)	32.0 (n=3)
Region 6	50.4 (n=7)	44.4 (n=7)	57.9 (n=8)	32.0 (n=1)
District	36	34	48	36
State	62	59	66	58
MATHEMATICS				
Overall	52.9 (n=127)	35.0 (n=127)	26.0 (n=112)	15.7 (n=17)
Region 1	60.5 (n=24)	39.7 (n=24)	28.3 (n=21)	19.3 (n=4)
Region 2	48.9 (n=47)	29.4 (n=46)	23.1 (n=39)	8.0 (n=3)
Region 3	55.6 (n=9)	40.5 (n=10)	33.2 (n=6)	17.0 (n=1)
Region 4	47.4 (n=32)	31.7 (n=32)	23.4 (n=31)	11.8 (n=5)
Region 5	64.8 (n=8)	49.8 (n=8)	31.4 (n=8)	23.3 (n=3)
Region 6	62.6 (n=7)	45.1 (n=7)	34.1 (n=7)	20.0 (n=1)
District	47	32	25	26
State	74	61	50	54

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A different pattern was observed on the student results in mathematics on the ISAT. Overall, on average, half (53 percent) of the third graders met or exceeded the Illinois Learning Standards in mathematics. On average, Regions 1, 5 and 6 had more than 60 percent of students meeting or exceeding the Illinois Learning Standards. Higher proportions of third graders (53 percent) met or exceeded the Illinois Learning Standards in mathematics, followed by fifth graders (35 percent) and then eighth graders (26 percent). The pattern was consistent across every region.

Overall, the percentage of third graders who met or exceeded the Illinois Learning Standards in mathematics was about 6 percentage points higher than the district average but 21 percentage points lower than the state average. The percentage of fifth graders who met or exceeded the Illinois Learning Standards in mathematics was 3 percentage points higher than the district average but 26 percentage points lower than the state average. The percentage of eighth graders who met or exceeded the Illinois Learning Standards in mathematics was about 1 percentage point higher than the district average but 24 percentage points lower than the state average.

The number of high schools was too few to generalize or draw patterns. However, we report the results on the 11th grade student performance in reading and mathematics on the Prairie State Achievement Examination (PSAE) for consistency. Compared to the elementary student results, high school students performed worse on the two tests. Across the high schools, only one quarter of the students met or exceeded the Illinois Learning Standards in reading. Similarly, on average, only 16 percent of the students met or exceeded the Illinois Learning Standards in mathematics. See Figure 7 for a breakdown by regions. Again, we caution that the number of schools per region is small.

Overall, the percentage of eleventh graders who met or exceeded the Illinois Learning Standards in reading was 12 percentage points lower than the district average and 34 percentage points lower than the state average. In mathematics, the percentage of eleventh graders who met or exceeded the Illinois Learning Standards was 10 percentage points lower than the district average and 38 percentage points lower than the state average.

Graduation rates: The graduation rate at the Latino majority high schools ranged from 53 percent to 81 percent. On average, 65 percent of the students at each school graduated. At 38 percent of the schools, fewer than 60 percent of the students graduated. Overall, the average graduation rate at the Latino majority high schools was lower that the district average of 68 percent by 3 percentage points and was lower than the state average of 83 by 18 percentage points.

Elementary School Performance

Summary Findings

Based on the scoring procedure described below, the following are the 14 better performing elementary schools in relation to other Latino majority elementary schools[5]:

- Orozco Elementary School (Region 3)
- George Washington Elementary School (Region 6)
- Marsh Elementary School (Region 6)
- Inter-American Elementary School (Region 2)
- Hibbard Elementary School (Region 1)
- Taylor Elementary School (Region 6)
- Volta Elementary School (Region 1)
- Audubon Elementary School (Region 1)
- Blaine Elementary School (Region 1)
- Galileo Scholastic School (Region 3)
- Saucedo Elementary School (Region 4)
- Gray Elementary School (Region 1)
- Linne Elementary School (Region 1)
- Goethe Elementary School (Region 2)

The procedure used ranked the following 16 schools as the poorest performing Latino majority elementary schools:

- Armour Elementary School (Region 4)
- Finkl Elementary School (Region 4)
- Roque De Duprey Elementary School (Region 2)
- Lara Elementary School (Region 4)
- Lloyd Elementary School (Region 2)
- McCormick Elementary School (Region 4)
- Mireless Elementary School (Region 6)

[5] Appendix Table A-2 repeats the process by region. Note that due to the variation in the number of schools in each region, the number of poorer and better performing schools presented is different in each region.

- McAuliffe Elementary School (Region 2)
- Telpochcalli Elementary School (Region 4)
- Von Humboldt Elementary School (Region 2)
- Hamline Elementary School (Region 4)
- Yates Elementary School (Region 2)
- Lowell Elementary School (Region 2)
- Spry Elementary School (Region 4)
- Stowe Elementary School (Region 2)
- Daley Elementary School (Region 4)

The majority of the better performing schools were in Regions 1 and 6. The majority of the poorest performing schools were generally in Regions 2 and 4. Appendix Table 1 lists the above schools along with their score.

Methodology

School performance is based on six criteria: (1) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 3rd grade reading on the ISAT; (2) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 3rd grade mathematics on the ISAT; (3) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 5th grade reading on the ISAT; (4) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 5th grade mathematics on the ISAT; (5) school average daily attendance rates; and (6) chronic truancy rates.

Each school earned a score based on their performance on each of the criteria listed above. A higher score indicates "poorer" performance; a lower score indicates "better" performance. For example, if less than 25 percent of the students at the school failed the 3rd grade mathematics test, the school earned 0 points. If more than 25 percent but fewer than 50 percent of the students failed the test, the school earned 1 point. If the percent of students failing the test ranged between 50 and 65, the school then got 2 points. Finally, if more than 65 percent of the student failed the test, the school earned 3 points.

The scoring was conducted as follows:

	Score 0	Score 1	Score 2	Score 3
Failing – 3rd Grade Reading Test	Less than 50 Percent	50-75 Percent	Over 75 Percent	
Failing – 3rd Grade Math Test	Less than 25 Percent	25-49 Percent	50-65 Percent	Over 65 Percent
Failing – 5th Grade Reading Test	Less than 50 Percent	50-75 Percent	Over 75 Percent	
Failing – 5th Grade Math Test	Less than 50 Percent	50-75 Percent	Over 75 Percent	
Attendance Rates	Over 94 Percent	Less than 95 Percent		
Chronic Truancy Rates	Less than 1.7 Percent	1.7–2.9 Percent	3-5 Percent	Over 5 Percent

The thresholds in the scores were generated based on the distribution of the schools for a particular performance variable. The total possible score was 13 points.

High School Performance

Summary Findings

Based on basic analysis of data of the 16 high schools in the sample of Latino majority high schools, the following four schools performed better than the rest (See Appendix Table 3):

- Hubbard High School (Region 5)
- Curie Metropolitan High School (Region 4)
- Lake View High School (Region 1)
- Hancock High School (Region 5)

The methodology used ranked the following four as the poorest performing Latino majority high schools:

- Kelvyn Park High School (Region 2)
- Farragut Career Academy School (Region 4)
- Nuestra American Charter High School (Region 4)
- Roosevelt High School (Region 1)

Methodology

School performance is based on six criteria: (1) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 11th grade reading on the PSAE; (2) the percent of students scoring at the warning or below Illinois Learning Standards performance level in 11th grade mathematics on the PSAE; (3) school average daily attendance rates; (4) chronic truancy rates; (5) dropout rates; and (6) graduation rates.

Each school earned a score based on their performance on each of the criteria listed above. A higher score indicates "poorer" performance; a lower score indicates "better" performance. For example, if less than 75 percent of the students at the school failed the 11th grade reading test, the school earned 0 points. If more than 75 percent but fewer than 80 percent of the students failed the test, the school earned 1 point. If the percent of students failing the test ranged between 80 and 89, the school then got 2 points. Finally, if more than 89 percent of the student failed the test, the school earned 3 points.

The scoring was conducted as follows:

	Score 0	Score 1	Score 2	Score 3	Score 4
Failing – Reading Test	Less than 75 Percent	75-79 Percent	80-89 Percent	Over 89 Percent	
Failing – Math Test	Less than 75 Percent	75-79 Percent	80-89 Percent	Over 89 Percent	
Attendance Rates	Over 90 Percent	81-90 Percent	Less than 81 Percent		
Truancy Rates	Less than 5 Percent	5-9 Percent	10-1 4 Percent	15-19 Percent	Over 19 Percent
Dropout Rates	Less than 10 Percent	10-19 Percent	20-24 Percent	Over 25 Percent	
Graduation Rates	Over 75 Percent	66.7-75 Percent	51-66.6 Percent		

The thresholds in the scores were generated based on the distribution of the schools for a particular performance variable. The total possible score was 17 points.

Conclusion

The Latino majority elementary and high schools in the Chicago Public Schools are overcrowded and consist of mostly low-income and academically at-risk children and youth with high mobility rates and poor academic achievement. An overwhelming majority of these students do not meet or exceed the Illinois Learning Standards in reading or mathematics. More important, student test scores indicate that students perform worse and worse as they progress to the next grade level. By the time students reach high school, 76 to 84 percent of students do not meet the Illinois Learning Standards in reading and mathematics. Thus, it follows that students in Latino majority schools have high dropout rates and low graduation rates.

These findings are significant because they demonstrate that there is a great need for academic intervention beginning in elementary school. CPS must provide these schools with the financial support and commitment to provide their students with substantial sustained academic assistance and other support services and resources in all grade levels to help students improve their academic achievement; obtain meaningful knowledge and skills; graduate from high school; and pursue postsecondary education. If CPS does not intervene and these schools continue down the same path, the results will be disastrous for the Latino community in Chicago.

As the census indicates, the Latino community is the fastest growing community and will become the majority minority group within a few years. Although the Latino community continues to grow at a significant pace, Latinos continue to have low educational achievement as evidenced in this report. Educational achievement has a direct impact on employment, earnings, investment and savings. More education translates into more personal income, greater employment opportunities and less dependency on the government. Conversely, less educational attainment translates into less personal income, less employment opportunities, and more dependency on the government. Furthermore, less education contributes to more juvenile delinquency, crime, violence, and other social ills in society. Thus, it is imperative that CPS invests in the children, youth and schools in our community so that our children and youth will have a real opportunity to succeed and contribute to the advancement and well-being of the community.

Appendices:

School Performance Scores

Appendix Table 1
Latino Majority Elementary School Performance Scores
School Year 2000-2001

School Name	Region	Score
Better Performing Schools		
Orozco Elementary Fine Arts &	3.0	0
George Washington Elementary	6.0	0
Marsh Elementary School	6.0	0
Inter-American Elementary School	2.0	1
Hibbard Elementary School	1.0	1
Taylor Elementary School	6.0	1
Volta Elementary School	1.0	1
Audubon Elementary School	1.0	1
Blaine Elementary School	1.0	2
Galileo Scholastic	3.0	2
Saucedo Elementary Scholastic	4.0	2
Gray Elementary School	1.0	2
Linne Elementary School	1.0	2
Goethe Elementary School	2.0	2
Poorer Performing Schools		
Armour Elementary School	4.0	10
Finkl Elementary School	4.0	10
Roque De Duprey Elementary School	2.0	10
Lara Elementary Academy	4.0	10
Lloyd Elementary School	2.0	10
McCormick Elementary School	4.0	10
Mireles Elementary Academy	6.0	10
McAuliffe Elementary School	2.0	10
Telpochcalli Elementary School	4.0	10
Von Humboldt Elementary School	2.0	11
Hamline Elementary School	4.0	11
Yates Elementary School	2.0	11
Lowell Elementary School	2.0	11
Spry Elementary Community School	4.0	12
Stowe Elementary School	2.0	12
Daley Elementary Academy	4.0	13

Appendix Table 2a
Latino Majority Elementary School Performance Scores, Region 1
School Year 2000-2001

School Name	Score
Better Performing Schools	
Hibbard Elementary School	1
Volta Elementary School	1
Audubon Elementary School	1
Blaine Elementary School	2
Gray Elementary School	2
Linne Elementary School	2
Poorer Performing Schools	
Coonley Elementary School	6
Murphy Elementary School	6
Scammon Elementary School	6
Kilmer Elementary School	6
Jordan Elementary School	6
Stockton Elementary School	8
Waters Elementary School	8

Appendix Table 2b
Latino Majority Elementary School Performance Scores, Region 2
School Year 2000-2001

School Name	Score
Better Performing Schools	
Inter-American Elementary School	1
Goethe Elementary School	2
Burley Elementary School	3
Lyon Elementary School	4
Barry Elementary School	4
Monroe Elementary School	4
Lozano Elementary Bilingual & Int'l Center	4
Poorer Performing Schools	
Roque De Duprey Elementary School	10
Lloyd Elementary School	10
McAuliffe Elementary School	10
Von Humboldt Elementary School	11
Yates Elementary School	11
Lowell Elementary School	11
Stowe Elementary School	12

Appendix Table 2c
Latino Majority Elementary School Performance Scores, Region 3
School Year 2000-2001

School Name	Score
Better Performing Schools	
Orozco Elementary Fine Arts & Sciences	0
Galileo Scholastic	2
Walsh Elementary School	3
Poorer Performing Schools	
Plamondon Elementary School	6
Pickard Elementary School	8
Hammond Elementary School	8

Appendix Table 2d
Latino Majority Elementary School Performance Scores, Region 4
School Year 2000-2001

School Name	Score
Better Performing Schools	
Saucedo Elementary Scholastic Academy	2
Burroughs Elementary School	3
McClellan Elementary School	3
Holden Elementary School	4
Edwards Elementary School	4
Shileds Elementary School	4
Ruiz Elementary School	4
Seward Elementary Communication Arts	4
Poorer Performing Schools	
Armour Elementary School	10
Finkl Elementary School	10
Lara Elementary Academy	10
McCormick Elementary School	10
Telpochcalli Elementary School	10
Hamline Elementary School	11
Spry Elementary Community School	12
Daley Elementary Academy	13

Appendix Table 2e
Latino Majority Elementary School Performance Scores, Region 5
School Year 2000-2001

School Name	Score
Better Performing Schools	
Pasteur Elementary School	3
Peck Elementary School	3
Hurley Elementary School	3
Carson Elementary School	3
Lee Elementary School	3
Poorer Performing Schools	
Sandoval Elementary School	5
Tonti Elementary School	5
Eberhart Elementary School	7

Appendix Table 2f
Latino Majority Elementary School Performance Scores, Region 6
School Year 2000-2001

School Name	Score
Better Performing Schools	
George Washington Elementary	0
Marsh Elementary School	0
Taylor Elementary School	1
Addams Elementary School	4
Poorer Performing Schools	
Gallistel Elementary Language Academy	5
Bright Elementary School	8
Mireles Elementary Academy	10

Appendix Table 3
Latino Majority High School Performance Scores
School Year 2000-2001

	Region	Failing 11th Grade Reading	Failing 11th Grade Math	Attendance Rates	Truancy Rates	Dropout Rates	Graduation Rates	Score	Possible Points
Hubbard High	5	59	63	91	2	12	81	1	17
Curie Metropolitan High	4	67	78	87	4	9	77	2	17
Lake View High	1	63	74	89	4	12	69	3	17
Hancock High	5	61	73	89	8	12	74	4	17
Foreman High	1	78	82	85	4	22	68	7	17
Kelly High	4	73	81	87	11	15	67	7	17
Schurz High	1	78	87	84	2	11	56	7	17
George Washington High	6	68	80	82	12	14	65	8	17
Clemente Community Academy High	2	85	89	85	2	16	60	8	17
Juarez Community Academy High	3	78	83	82	10	17	55	8	17
Gage Park High	5	84	95	82	3	16	70	8	17
Wells Community Academy High	2	86	93	86	7	11	68	9	17
Roosevelt High	1	72	81	83	23	18	60	10	17
Nuestra American Charter High	4	93	91	83	6	20	61	11	17
Farragut Career Academy High	4	86	91	89	10	20	56	11	17
Kelvyn Park High	2	82	94	79	20	18	53	14	17

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